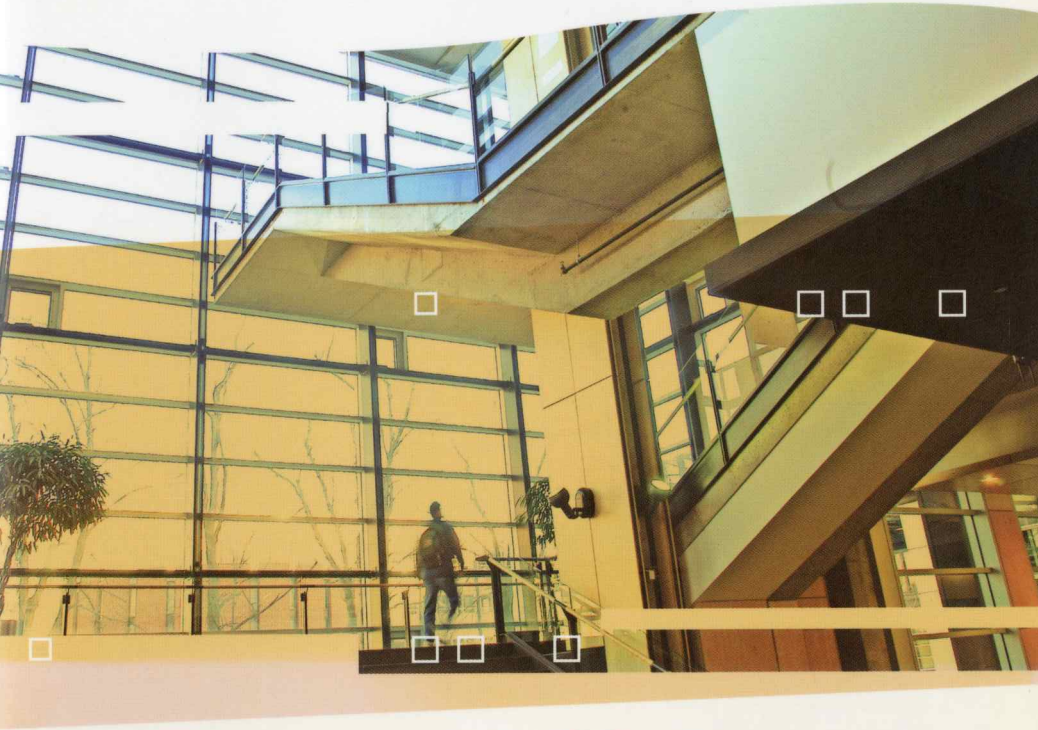
Moving Ahead

Concordia: Canada's University for the 21st Century

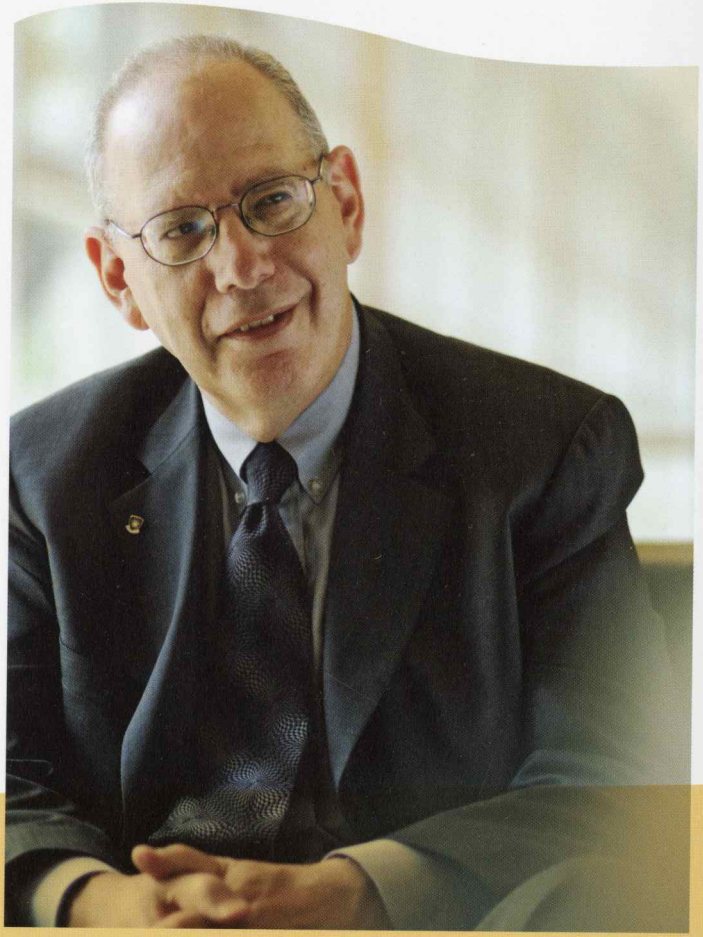


Concordia
UNIVERSITY

Real education for the real world

www.concordia.ca

Montreal, Quebec, Canada



Moving Ahead

Concordia: Canada's University for the 21st Century

Dear Members of the Concordia Community,

Moving Ahead is our five-year academic plan for 2005-2010 and reflects the direction of Concordia's ongoing academic growth and development. We have developed this plan following an extensive eight-month consultative process. The plan has received the overwhelming endorsement of our four faculty councils and the university Senate and reflects a broad consensus on Concordia's future.

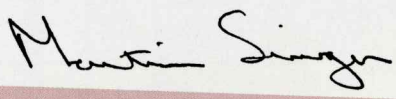
Concordia is certainly a much stronger university than it was only a decade ago. Enrolment has risen to nearly 40,000 students overall. We are enjoying a rejuvenated teaching core as a result of the hiring of more than 450 tenure-track professors over recent years. An ambitious and successful building program is providing students, professors and staff with multiple state-of-the-art facilities, including the Richard J. Renaud Science Complex and our new Communication Studies/Journalism building on the Loyola Campus and the integrated Engineering and Computer Science and Visual Arts Complex on the downtown Sir George Williams campus.

The plan sets forth Concordia's vision for the coming years: to build on our remarkable success and to become recognized nationally and internationally as one of the leading universities in Canada. The seven challenges of *Moving Ahead,* building on the strength of our two founding institutions, are:

- improving public awareness of our academic success
- increasing the complement of full-time professors to a more appropriate level
- strengthening graduate studies
- enhancing students' learning experience
- strengthening our research profile
- expanding our international profile
- providing cutting-edge research and teaching facilities

Moving Ahead outlines the strategies that we intend to use to achieve our goals and some of the indicators that have been established to measure our progress. Your involvement and contribution are essential if we are to become and to be recognized as a leading Canadian university. We are indeed *Moving Ahead* to a very bright future.

With my best wishes,



Martin Singer
Provost and Vice-President, Academic Affairs

RICHARD J.

Our Five-Year Academic Plan

Concordia is poised to become one of Canada's leading universities. Building on the traditions of its two founding institutions, Concordia is today distinguished by its unique blend of core commitments to diversity, accessibility, responsiveness, innovation and "real world" academic excellence. Concordia's remarkable transformation during the past decade has resulted in large part from timely strategic decisions to manage and shape the direction of inevitable institutional change.

Now one of Canada's largest, liveliest and most diverse universities, Concordia benefits from its location in Canada and in one of the world's great cities and from its new state-of-the-art facilities. Most important, more and more Concordia programs and professors enjoy national and international reputations for excellence in teaching and research.

All of these factors have made Concordia even more attractive to potential students and professors, to government leaders and agencies and to very generous private donors, particularly among our increasingly proud alumni. Concordia will soon take its place as one of Canada's leading universities, but only if it is able to deal decisively with the challenges that it faces over the next decade.

The present document is intended to bring to a close an eight-month academic planning process which began in August 2004 and which has been designed to encourage collegial discussion and solicit input at all levels of the university. In August 2004 newly appointed Provost Martin Singer presented to a 3-day retreat of the President's Cabinet a draft document, which after considerable discussion and some revision became "Concordia: Canada's University for the 21st Century."

That document was presented at a Board of Governor's retreat on October 4 (along with a supplementary implementation document, "Moving to the Next Stage: Being Recognized as a Leading Canadian University"). Both documents were subsequently discussed and approved at an October 7 meeting of the Senate Committee on Academic Planning and Priorities (SCAPP) and presented to Senate on October 22. In the fall these planning documents were discussed at council meetings and/or chairs meetings in all four faculties and the School of Graduate Studies and in the library. These documents were also made available on the Concordia University website.

Between December and February each dean produced his or her unit's responses to the initial planning document. The present document is not intended to restate what has already been written in the original planning document, but rather to summarize the collegial consensus that has emerged about the academic challenges that Concordia faces and how we intend to deal with them.

Challenge

Concordia's overriding academic planning priority is to become one of Canada's leading universities over the next decade. Every decision that we make and every action that we take should be measured by this standard.

What does it mean to be a leading Canadian university? There are really two aspects to "leading university" status. The first is the achievement of overall excellence in teaching, research and service to society. Every university has stronger and weaker programs and stronger and weaker departments, but in a leading university a preponderance of programs has achieved a level of excellence considerably beyond the norm. Measuring excellence is also a challenge. The second aspect of leading university status is gaining recognition or reputation for the achievement of excellence. Universities may only be recognized for their excellence long after they achieve it and they may also continue to be recognized for their excellence long after they lose it.

Why is becoming a leading Canadian university so important for Concordia? Concordia operates in an increasingly competitive market. We compete with other universities in Canada and internationally to recruit the best professors, the best graduate students, the best undergraduate students and the best senior administrators. We compete with other Québec and Canadian universities for government funding for operating expenses, for capital budget and for research. We compete for private sector and individual donor support to supplement tuition and government funding for scholarships and fellowships, buildings and research chairs. Simply put, Concordia will enjoy a competitive advantage if it becomes and is perceived to have become a leading Canadian university.

Concordia University is already a much stronger university than it was a decade ago. We have more and more areas of excellence and emerging excellence. In a growing number of fields we are already the best or among the best in Canada. We need simultaneously to support our areas of acknowledged excellence, to move decisively towards excellence where it does not yet exist and to remain vigilant against mediocrity. We also face the challenge that there appears to be a lag between the reality of our emerging excellence and our institutional reputation.

Strategic Decisions In light of the above remarks, the following strategic decisions have

been taken to address Challenge One and to move us closer to our overall goal of becoming one of Canada's leading universities.

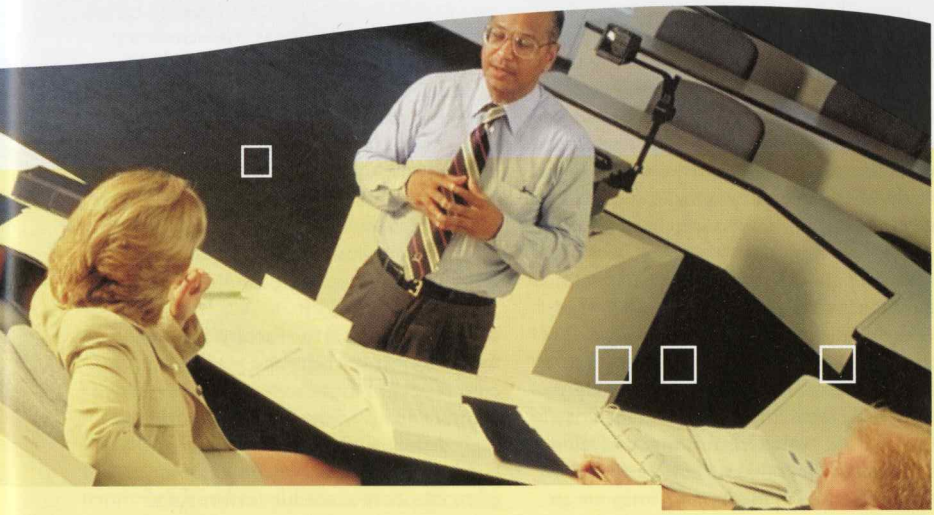
■ Concordia will begin immediately to measure and track institutional excellence and will establish targets against which we can systematically gauge our progress and compare our academic performance to that of other universities.

■ Concordia will immediately develop a long-range communication strategy whose purpose is to inform local, national and international communities about our emerging excellence and thereby begin the transformation of our institutional reputation.

Measuring Excellence To assist us in gauging our progress in addressing Challenge One and for governance purposes, the following measures and targets will be developed, maintained and updated, with annual reports provided to the Concordia community. Additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.

■ "Concordia in the Public Eye" will compare paid and unpaid, favorable and unfavorable, academic and non-academic news and other publicity about Concordia with news and publicity about other Québec and Canadian universities. We can then more easily assess how to target our resources and benchmark how we may improve public awareness of our academic performance.

■ "Concordia University: A Reputational Survey" will gauge changing public perceptions of Concordia and its academic performance. Since Concordia has been skeptical of the validity of popular media assessments of us, an arms-length professional reputational survey will provide an alternative perspective and allow us to measure improvements in our reputation among targeted groups.



Challenge

In order to be a leading Canadian university, Concordia must have a critical mass of on-going full-time professors with national and international reputations for excellence in their fields.

The substantial rebuilding of the full-time faculty ranks during the past decade has been the single most important factor in the recent transformation of Concordia. Continuing to rebuild the full-time faculty ranks is essential if Concordia is to achieve leading university status. Simply put, Concordia today has too few full-time professors to address the academic challenges that we face.

Despite the hiring of more than 400 new professors during the past decade, Concordia today has about the same number of tenure-track and tenured professors that it did ten years ago. The number of full-time professors at Concordia was inadequate ten years ago and it is even more inadequate now that our student enrolments have increased 40% and we are moving from a predominantly undergraduate university to a university that places greater emphasis on graduate studies and research.

Rebuilding the full-time faculty ranks at Concordia over the next decade will be a major challenge. We are anticipating a substantial number of additional full-time faculty retirements. We face an increasingly competitive job market which will make it more difficult both to recruit new professors and to retain those that we have hired. We are also required to mentor and integrate an unprecedented number of new professors and to assess whether their performance and promise warrant contract renewal and the awarding of tenure.

Strategic Decisions In light of the above remarks, the following strategic decisions have been taken to address Challenge Two and to move us closer to our overall goal of becoming one of Canada's leading universities.

- Concordia will steadily increase the number of on-going full-time professors (tenured, tenure-track and extended-term) from 780 in 2004/2005 to a maximum of 1,000 by 2011/2012, contingent on achieving and maintaining student enrolment targets and the availability of funding.

- Based on today's student enrolment patterns and targets, the current projected full-time faculty complements (tenured, tenure-track and extended-term) in the four faculties will be as follows: 500 in Arts and Science; 175 in Engineering and Computer Science; 125 in Fine Arts; and 150 in the John Molson School of Business. The remaining 50 full-time faculty positions will be held in reserve by the Provost to deal with new initiatives and significant enrolment shifts.

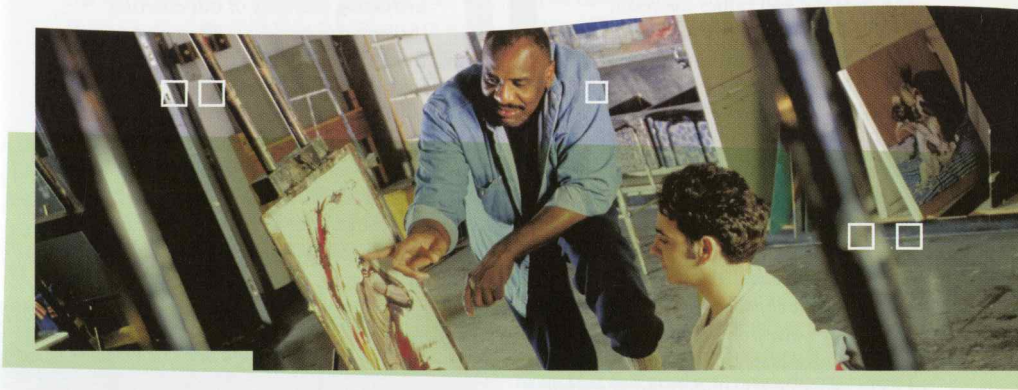
- The Provost will annually review with each faculty dean projected full-time faculty hiring for the subsequent academic year in light of enrolment patterns, projected retirements and available funding.

- The Provost and the Faculty deans will work together to create and maintain a culture of academic excellence, one which mentors new professors and uncompromisingly demands, clearly encourages and consistently rewards evidence of or promise of excellence in academic performance.

Measuring Excellence To assist us in gauging our progress in addressing Challenge Two and for governance purposes, the following measures and targets will be developed, maintained and updated, with annual reports provided to the Concordia community. Additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.

- "On-Going Full-Time Faculty Teaching Resources by Faculty" will count on-going full-time professors at Concordia. These professors number 780 in 2004/2005 (739 tenured and tenure-track and 41 extended-term) and should reach 1,000 (940 tenured and tenure-track and 60 extended-term) by 2011/2012. Substantial progress in this regard is essential to achieving leading university status in Canada.

- "Comparative Ratio of FTE Students to Full-Time Professors" will compare Concordia to four sister universities in Québec and four comparable comprehensive universities in Canada. Concordia today stands at 29.9 FTEs (299 3-credit student course registrations) per on-going (tenured, tenure-track and extend-term) professor and should be at 25 student FTEs per on-going professor without resorting to temporary full-time faculty appointments. The latest available figures indicate that we continue to rank lowest in both provincial and national comparisons, but achieving a ratio of 25:1 and using limited-term appointments strategically in a supplementary manner where appropriate should make us much more competitive. Improvement in this measure is critical to achieving leading university status in Canada and in particular to strengthening Concordia's profile in graduate studies and research.



- "Rate of Retention of Full-Time Professors" tracks Concordia's success in retaining the new professors that we are hiring. This is a two-edged measure. We currently have a retention rate of 85%. A higher retention rate is desirable as long as the new professors meet our standards of academic excellence; if excellent professors are lured away by other universities, Concordia suffers. On the other hand, a high retention rate for newly hired professors is undesirable if we retain new professors by lowering our standards of excellence. We will need to develop a more sophisticated measure of faculty retention which takes both issues into account.

Challenge 3

In order to be a leading Canadian university, Concordia must coordinate and strategically manage its student enrolments.

Concordia University has just emerged from a period of spectacular growth in student enrolment. In fact, during much of the past decade Concordia has been Québec's fastest growing university. This growth in student enrolment was not accidental, but rather the result of a strategic decision to use growth in student enrolment as the principal method to generate the revenue needed to rebuild the university in the wake of devastating provincial government cuts to university operating budgets in the mid and late 1990s. Today Concordia is one of Canada's and Québec's larger universities in terms of student enrolments, with more than 30,000 students enrolled in credit courses that generate about 23,500 FTE students. Despite this growth Concordia remains predominantly an undergraduate university, with 87.4% of FTEs generated by undergraduate student registrations and, 12.6% of FTEs generated by graduate registrations in 2004/2005.

Concordia is clearly at a crossroads in terms of its student enrolments. Four interrelated issues have been the principal foci of discussion: How much larger should Concordia become? What is the appropriate balance between undergraduate and graduate studies at Concordia in the decade ahead? How do we balance Concordia's traditional commitment to accessibility with Concordia's commitment to academic excellence given limited capacity to expand enrolments? What is the appropriate role for e-learning in the new Concordia? The answers to these questions shape the context and direction of the strategic decisions that we must make to address Challenge Three and transform Concordia into one of Canada's leading universities.

In terms of the maximum size of the university's student enrolments, it should first be stated that to a considerable extent this is a decision that the university can control. Notwithstanding predictions from the Québec government about the shrinking pool of traditional university-age students, that pool presently provides less than 50% of Concordia's entering class of undergraduates each year. An increasing majority of our entering students are non-CEGEP graduates from Québec, high school graduates from other provinces in Canada and international students. The latter pool of potential students continues to expand and can be a source of growth for Concordia. Nevertheless, the consensus that has emerged is that, after a period of spectacular enrolment growth, Concordia's on-campus

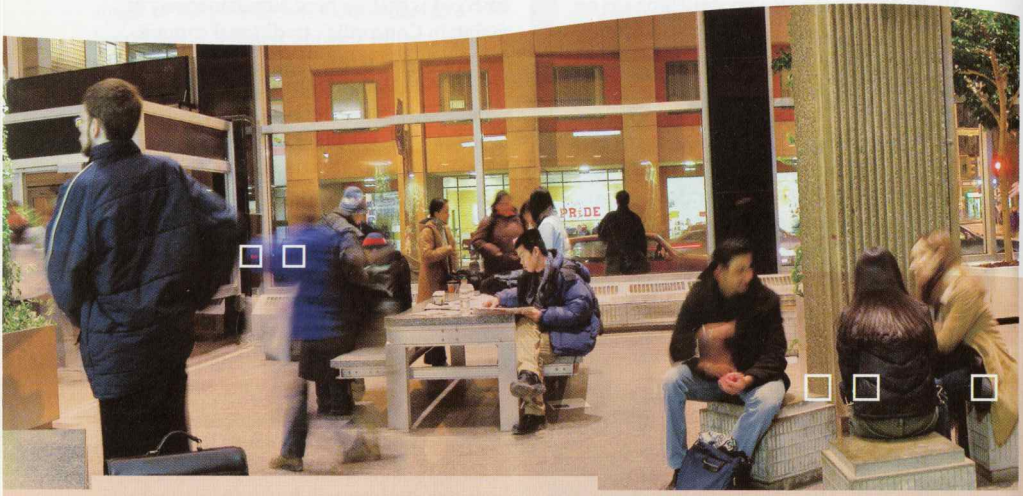
student enrolment will be held to about 25,000 FTE students. While there is nothing magical about 25,000, that is the number on which all of Concordia's construction plans and full-time faculty hiring are based. In terms of the balance between undergraduate and graduate students, the consensus that has emerged is that for Concordia to be a leading Canadian university, the ratio of undergraduate to graduate students will gradually shift from the current 87.4:12.6 to 80:20. The reasons for greater emphasis on graduate education at Concordia include growing demand for graduate education; the attractiveness of graduate teaching and supervision in recruiting and retaining new professors; the close link between graduate education and research in many fields; the higher funding per FTE provided by the Québec government for graduate students; and the conclusion that to be a leading Canadian university, Concordia must place greater emphasis on graduate education and research. The implication of the decisions

to both stabilize on-campus FTE registrations at about 25,000 and to increase the proportion of graduate students is that undergraduate student on-campus FTEs, which are about 20,400 in 2004/2005, are likely to stabilize between 20,500 and 21,500 unless there is a change in thinking about the maximum on-campus student enrolments.

In terms of the tension between accessibility and academic quality, the consensus that has emerged is that we need simultaneously to maintain Concordia's traditional commitment to accessibility and to assert the primacy of our commitment to academic excellence. Accessibility has many aspects at Concordia. Scheduling our classes during the day and in the evening, as well as on weekends, promotes accessibility, as does making it possible for students to move easily between full-time and part-time status. Accessibility does not mean access to all Concordia programs. At the undergraduate level, many programs already have quotas, very high admission standards and even portfolio requirements. The pressures of undergraduate enrolment are likely to lead to higher admission standards in most departments. It is therefore likely that marginal and academically high-risk students will find it increasingly difficult to study at Concordia. Given our historical commitment to accessibility, we may wish to create a special pre-university or qualifying year program for such students.

In terms of e-learning, it has great potential for Concordia which is already a national pace-setter in this domain. Internet-assisted courses at Concordia already number in the hundreds across faculties and range from course web pages to class-based chat rooms to courses in which video replays of classroom-based lectures are also available on the internet for value-added student review. A more recent development is stand-alone courses offered on an electronic basis without classroom contact. Several faculties have

established a small number of such electronic courses, typically for elective rather than program courses. More recently, electronic courses have become the responsibility of E-Concordia, a separately incorporated body wholly owned by the Concordia University Foundation, which is developing a number of electronic distance education courses that can simultaneously serve as a recruitment tool for Concordia nationally and internationally; generate revenue for the university; provide



employment to graduate students as teaching assistants; and provide supplementary income for participating professors. The consensus is that e-learning has great potential as long as it is subordinated to the academic mission and priorities of the university.

Strategic Decisions In light of the above remarks, the following strategic decisions have been taken to address Challenge Three and to move us closer to our overall goal of becoming one of Canada's leading universities.

- Concordia's on-campus undergraduate and graduate student enrolments in credit courses and programs will be capped at 25,000 FTEs for the next five years. The distribution of these enrolments among the faculties is: 13,500 FTEs in Arts and Science; 4,000 FTEs in Engineering and Computer Science; 2,500 FTEs in Fine Arts; and 4,500 FTEs in the John Molson School of Business. An additional 500 FTEs are being set aside to deal with unanticipated enrolment pressures.

- Given the academic and financial importance of achieving our enrolment targets but not greatly exceeding them, Concordia will establish the position of University Enrolment Manager to coordinate the undergraduate and graduate enrolments of the four faculties.

- Concordia will gradually increase its graduate enrolment from 12.6% of total FTE student registrations to 20% of total FTE student registrations. Since the Faculty of Engineering and Computer Science has already experienced significant growth at

the graduate level, the projected increase in graduate registrations will principally be in Arts & Science, Fine Arts and the John Molson School of Business.

- Concordia will aggressively expand funding for graduate students in order to remain competitive in the recruitment and retention of outstanding students.

- The mission of the School of Graduate Studies will be strengthened. With admissions and registration functions decentralized to the Faculties, the School will focus on facilitating program development, maintaining academic standards and monitoring graduate supervision.

- In light of its historical commitment to accessibility, Concordia will examine the feasibility of establishing a special foundation year or qualifying year program for promising high-risk students.

- E-Concordia will be more aggressively exploited to advance the academic priorities of the university and to increase off-campus enrolment in credit and non-credit courses.

Measuring Excellence To assist us in gauging our progress in addressing Challenge Three and for governance purposes, the following measures and targets will be developed, maintained and updated, with annual reports provided to the Concordia community. Additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.

- "FTE Student Enrolment by Faculty" will track the growth of undergraduate and graduate student enrolments towards the enrolment targets that we have established for each faculty and for the university as a whole.

- "Distribution of Comparative Student Enrolment" will compare the undergraduate/graduate FTE ratio at Concordia (as it rises towards our 80:20 target) with the undergraduate/graduate FTE ratio of other universities in Québec and across Canada.

- "Comparative Funding for Graduate Students" will track improvements in Concordia's performance in this area in comparison with other universities in Québec and across Canada.

Challenge 4

In order to be a leading Canadian university, Concordia must provide its students with a first class education by offering highly reputed programs which emphasize excellence in teaching and learning.

Concordia's principal responsibility is to provide its students with an excellent university education. It does so by encouraging, facilitating and recognizing superior teaching. Teaching (which is informed by research or its equivalent creative activity) is the core responsibility of any university. Given the loss of a generation of experienced teachers and the hiring of a new generation of enthusiastic professors with limited teaching experience and principally a research focus, consistently effective teaching presents a major challenge for Concordia. We measure teaching effectiveness and provide support and encouragement for those whose teaching needs improvement. To be a leading university, Concordia must insist on fine teaching in every one of its nearly 5,000 courses per year and in graduate supervision.

Concordia also supports effective teaching by providing its students with courses and programs that are up-to-date and supported by the latest technology. We are recognized for our relatively small class sizes which we have maintained despite budgetary pressures. We have introduced graduation requirements, such as "general education" and a University Writing Test, to ensure that our students graduate with certain competencies which are meant to complement disciplinary specialization. There are mechanisms in place to introduce and modify courses and programs and to appraise existing programs on a cyclical basis. Concordia has been a Canadian leader in the use of new media to enhance teaching effectiveness. Despite our progress in each of these areas, the consensus that has emerged is that we need to review and improve our efforts to support effective teaching.

Concordia encourages excellence in teaching to facilitate student learning. We provide students with value-added cooperative education and internship options that are increasingly popular. We provide academic support services including academic advising, mature student advising, career counseling and peer counseling. We provide library and computer services, but are limited by significant budgetary constraints. While the majority of our students achieve success in their studies and some excel, a number do not complete their studies because of poor academic performance despite the academic support services that we provide.

Strategic Decisions In light of the above remarks, the following strategic decisions have been taken to address Challenge Four and to move us closer to our overall goal of becoming one of Canada's leading universities.

- Concordia will continue to insist that all newly hired professors must demonstrate that they are effective teachers and that fine teaching is an integral aspect of all professors' academic performance.

- Concordia will review and if appropriate upgrade the remedial teaching services that it makes available to its professors.

- Concordia will encourage the expanded use of instructional technology and ensure that Concordia has in place the infrastructure to support that technology.

- Concordia will review its academic program appraisal process with a view to streamlining it and making it more useful to the programs being evaluated.

- Concordia will review its general education and communications competency graduation requirements to determine their effectiveness and continued validity.

- Concordia will devise methods to improve student retention and graduation rates.

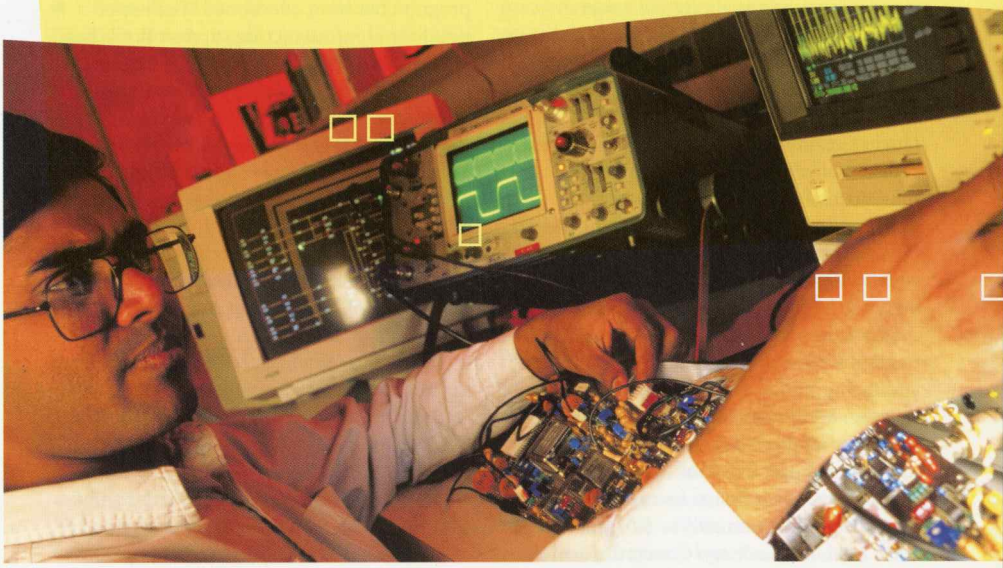
- Concordia will review its library and academic support services to determine how effective they are and, if appropriate, how they can be improved.

Measuring Excellence To assist us in gauging our progress in addressing Challenge Four and for governance purposes, the following measures and targets will be developed, maintained and updated, with annual reports provided to the Concordia community. Additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.

- "Teaching Effectiveness at Concordia" will track effectiveness in overall teaching performance by our full-time and part-time professors.

- "Retention and Graduation Rates for Concordia Students" will track our progress as we work to improve our uneven performance in this regard.

- "Comparative Expenditures for Academic Support Services per FTE Student" will track improvements in this area by Concordia compared to other comprehensive universities across Canada.



Challenge

In order to be a leading Canadian university, Concordia must continuously emphasize the central role of research in a 21st-century university.

Concordia University has made tremendous progress in strengthening its research profile over the last decade. We are receiving national and international recognition for the research of our individual professors, departments and research centres. Three factors have been principally responsible for our much improved research performance. Perhaps most important is that, with some notable exceptions, the generation of professors that recently retired was less active in research than the new generation of recently-hired Concordia professors which is receiving substantial external research funding, as well as internal start-up funding and course remissions that were unheard of until recently. As well, there has been a reinvestment in research by the Canadian and Québec governments and we have benefited substantially from such new programs as the Canadian Foundation for Innovation, the Canada Research Chairs program and increased funding for granting agencies which support the research activities of our professors. A third factor has been the dramatic improvement in the research facilities that we are providing for our professors and their graduate students. While funding is not an accurate measure of scholarly activity in all disciplines, it is certainly true that over the past five years external research funding at Concordia has increased 150% from $15 million annually to $37 million in 2003/2004. A decade ago Concordia boasted only a handful of research chairs, while today we have 55 filled research chairs of three types. Concordia is in the midst of a research renaissance in which a change in the university's culture as it relates to research is fundamental to achieving leading university status.

Notwithstanding our tremendous progress in research, there is room for improvement. Our research expectations have been too demanding for some newly hired professors. Research success is putting pressure on traditional classroom-based teaching loads of full-time professors, particularly those with heavy graduate student supervisions. There is some pressure to increase the number of Concordia research chairs. Cooperation and communication between our expanded Office of Research and the individual faculties has encountered some difficulties. The effectiveness of our innovative research facilitators program has been questioned. The use of new federal infrastructure support funds has been a source of considerable discussion. These are natural growing pains as Concordia transforms itself from a predominantly undergraduate teaching-oriented university to a leading Canadian university that privileges both teaching and research and emphasizes both graduate and undergraduate education.

Strategic Decisions In light of the above remarks, the following strategic decisions have been taken to address Challenge Five and to move us closer to our overall goal of becoming one of Canada's leading universities.

- Concordia will continue to emphasize the importance of research in the recruitment and retention of new professors and it will continue its aggressive program of start-up

monies and course remissions to allow new professors to launch their research careers.

- Concordia will encourage its professors to engage in productive scholarly activity and to apply for and receive external research funding, with appropriate targets to be decided by each faculty.

- Concordia will continue to increase its overall external research funding, with a target of $50 million of external research funding annually within the next five years.

- Concordia will review its policies and practices concerning recognition of research activity and graduate supervision in the assignment of classroom-based teaching.

- Concordia will strategically extend the Concordia Research Chairs program to recruit and retain outstanding professors.

- Concordia will ensure that there is adequate infrastructure to support the expanded research activity of the university.

- Concordia will continue to encourage inter-disciplinary research initiatives, as well as traditional discipline-based research activities.

Measuring Excellence To assist us in gauging our progress in addressing Challenge Five and for governance purposes, the following measures and targets will be developed, maintained and updated, with annual reports provided to the Concordia community. Additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.

- "Concordia University External Research Funding" will track Concordia's progress towards its goal of $50 million of annual external research funding over the next five years.

- "Concordia Scholarly Productivity Index" will measure field-sensitive scholarly productivity and compare our professors' performance with that of professors in other universities. This will allow us to target improvement by field as necessary.

- "Comparative Federal Research Awards per Full-Time Professor" will compare Concordia's performance with the performance of other Canadian comprehensive universities in terms of both average dollar value of federal research grants and percentage of full-time professors receiving federal research grants. This will enable us to establish benchmarks and target improvements as we aim towards leading Canadian university status.

- "Comparative Federal Research Funding" will compare Concordia's overall research funding from specific federal agencies with other Canadian comprehensive universities. This will also enable us to establish appropriate benchmarks and target improvement as required.

Challenge Six

In order to be a leading Canadian university, Concordia must continue to strengthen its international profile and globalize its teaching and research activities.

Concordia already enjoys a considerable international reputation. We enrol more than 3,500 students (double the number of a few years ago) from 140 countries around the world. We have signed formal linkages with 84 universities and other institutions in 32 countries. We have hired professors from around the world and they and their colleagues are actively engaged in international research collaboration and present frequently at international scholarly conferences. More and more of our students are taking advantage of pace-setting student mobility monies from the Québec government to study abroad. Our state-of-the-art video-conferencing facilities facilitate joint teaching and graduate supervision activities, as well as provide expanded opportunities for research colloquia and guest lectures and thesis examination by international specialists.

Building on the above success, Concordia is planning to expand its international activities in three areas. First, and subject to a change in Québec government policy regarding the handling of international student tuition, Concordia is preparing to increase significantly its enrolment of on-campus international students at both the undergraduate and graduate levels. Second, it is planning to use E-Concordia, in cooperation with partner universities abroad, both to generate revenue abroad for the university and to recruit promising international students. Finally, it is exploring the establishment of Concordia campuses abroad (in partnership with sister universities) to receive Concordia students for defined study abroad opportunities (using both Québec government student mobility funds and revenues generated by privatized international student tuition) and to facilitate the international activities of Concordia professors and provide them with a home base in particular countries or regions. The results of these activities would be to make Concordia a more global university with both an expanded pool of high caliber potential students and structured study abroad opportunities for more Concordia students.

Strategic Decisions In light of the above remarks, the following strategic decisions have been taken to address Challenge Six and to move us closer to our overall goal of becoming one of Canada's leading universities.

- Concordia will continue to encourage the Québec government to revise its current policy on international students and allow the privatization of international student tuition.

- Contingent on that change in government policy, Concordia will aim for a further increase in international student enrolment to 15% of the total credit stream student body excluding short-term exchange students.

- Concordia will develop partnerships with sister universities abroad both to facilitate recruitment of top-notch undergraduate and graduate students and to provide study abroad opportunities for Concordia students.

- Concordia will build on the research collaborations of individual professors to promote strategic international linkages.

- Concordia will establish an International Initiatives Fund to provide seed monies for potential international collaborations.

Measuring Excellence To assist us in gauging our progress in addressing Challenge Six and for governance purposes, the following measures and targets will be developed, maintained and updated, with annual reports provided to the Concordia community. Additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.

- "International Student Enrolment at Concordia" will allow us to track progress towards our institutional goal of 15% international students at Concordia, both by country or region and by level of study.

- "Study Abroad by Concordia Students" will allow us to track planned increases in Concordia study abroad opportunities and to target specific areas for growth.

- "Comparative Student Exchanges" will allow us to compare international exchange opportunities for Concordia students with similar activities for students at comprehensive universities across Canada.

Challenge

In order to be a leading Canadian university, Concordia must complete its ambitious building projects so that cutting-edge teaching and research facilities are provided to students and professors in all sectors of the university.

The recent transformation of Concordia is nowhere more evident than in the four new buildings that have been constructed and the major renovation projects that are now underway. The revitalization of our Loyola campus began with the September 2003 opening of the 33,000 square metre state-of-the-art Richard J. Renaud Science Complex. An adjoining 8,000 square metre building for Communication Studies and Journalism will open in the summer of 2005. On our downtown Sir George Williams campus we are just completing construction of a landmark two-tower complex at the corner of Guy and Ste. Catherine Streets. A 17-story 37,000 square metre tower will become the principal home of the Faculty of Engineering and Computer Science and provides that Faculty with cutting-edge facilities that are among the best in Canada. An adjoining 11-story Visual Arts tower provides much superior consolidated space for a number of our Fine Arts departments. The university has also begun a major renovation of the upper floors of our aging flagship Henry F. Hall building which will house Social Science departments and some additional Engineering facilities. As well, our Humanities departments will be consolidated in the upper floors of the McConnell building as Engineering and Computer Science moves into its new space. Most recently, the university has acquired the historic Grey Nuns property downtown; we will take possession of this building over a number of years and it will require major renovation, but it greatly increases our future space inventory on the downtown campus. These breathtaking physical changes are the most sweeping in the history of Concordia University and are having many positive impacts. For one thing, these new buildings replace deteriorating facilities and boost the morale of the entire community. They make it much easier to recruit new professors, to recruit students and to raise money from donors. They raise the profile of Concordia in the community and signal in a very visible way the new Concordia that we have created. All of this construction provides facilities which are essential if we are to become a leading Canadian university.

Notwithstanding these stunning new buildings, Concordia continues to face a number of significant challenges regarding its physical space. The most pressing of these is appropriate facilities for our John Molson School of Business which is presently jammed into inadequate space in an older office building; across from the current building is a vacant lot that will house a newly constructed business school and a significant number of cutting-edge classrooms if and when we receive hoped-for financial support from the Québec government. Our Faculty of Fine Arts needs additional facilities to consolidate departments that, even after the opening of the Visual Arts tower in summer 2005, will be spread out in inadequate facilities over a number of sites on two campuses. Our Faculty of Engineering and Computer Science, even after the move into the new tower, needs additional space to accom-

modate its significantly increased student enrolments and full-time faculty ranks and will therefore remain an occupant of the Hall Building. The Faculty of Arts and Science's Education Department is slated to move from downtown to a renovated Hingston Hall on the Loyola campus once Communication Studies and Journalism have moved to new quarters. We need more updated classrooms on both campuses, an issue which present construction only partly addresses. We need much more student residence space to accommodate the increasing number of international and out-of-province Canadian students that we are already receiving and proposing to recruit. We need a student union building to provide a focal point for student activities that are now inappropriately crammed into our principal classroom building downtown. In short, while many of Concordia's most pressing space needs have been addressed by the construction boom of the past four years, a number of significant space challenges still confront us and appropriate financing is the key to their resolution. Without much of this construction, it will be more difficult for Concordia to become one of Canada's leading universities.

Strategic Decisions In light of the above remarks, the following long-term strategic decisions have been taken to address Challenge Seven and to move us closer to our overall goal of becoming one of Canada's leading universities.

- Concordia will provide a new home for the John Molson School of Business as its highest space priority.

- Concordia will gradually consolidate its Faculty of Fine Arts in the newly acquired Grey Nuns' property which will become an integrated Fine Arts campus. Over time, all Fine Arts teaching and research facilities (with the exception of the Hexagram research laboratories and joint facilities with the Faculty of Engineering and Computer Science) will move from their current locations to the Grey Nuns' campus as it becomes available to us.

■ Concordia will gradually consolidate its Faculty of Engineering and Computer Science into an integrated Engineering and Computer Science complex on the downtown campus. It will occupy both the 17-story tower that is presently being constructed for it and the adjoining tower as Fine Arts departments move to their new Grey Nuns' campus. As the Fine Arts tower becomes available, the Faculty of Engineering and Computer Science will transfer its departments and facilities from all other Concordia buildings in order to be fully housed in the Engineering and Computer Science complex.

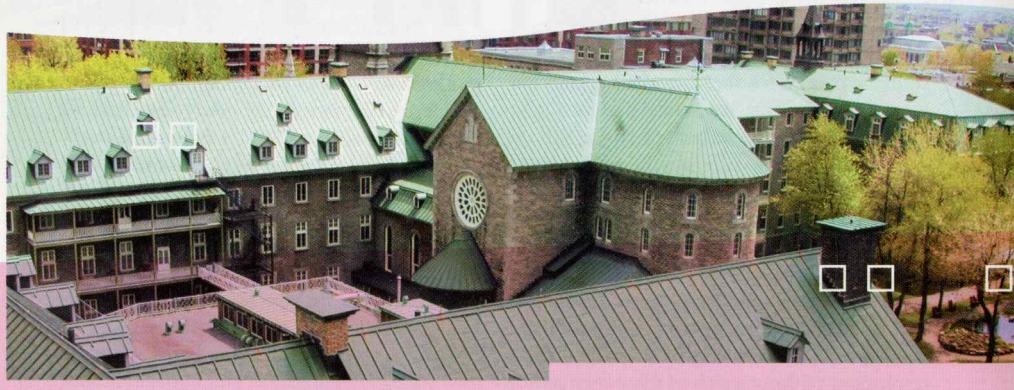
■ Concordia will gradually consolidate the 26 departments and colleges in the Faculty of Arts and Science on both campuses. The Loyola Campus will house laboratory-based science departments, as well as Psychology, Education, Communication Studies, Journalism and Applied Human Sciences. On the downtown campus the social science departments (with the exception of Applied Human Sciences, Education and Psychology) will be located on the upper floors of a renovated Hall building (including space presently occupied by Engineering and Computer Science when it consolidates in its complex mentioned above). The humanities departments (with the exception of Communication Studies and Journalism) will be housed on the upper floors of the McConnell building.

■ Concordia will move decisively to provide an adequate number of appropriately equipped classrooms on both campuses.

■ Concordia will continue to examine options to provide residence space on both campuses, with particular priority given to international students and students from elsewhere in Canada.

Measuring Excellence To assist us in gauging our progress in addressing Challenge Seven and for governance purposes, the following measure will be developed, maintained and updated, with annual reports provided to the Concordia community. Additional reports will be developed by the individual who is being assigned responsibility for this matter in consultation with the Provost.

■ "Comparative Concordia Space Allocation" will allow us to analyze the use of academic space at Concordia by faculty with the use of academic space at other universities in Québec and across Canada.



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